

2022 Annual Report to the School Community

School Name: Northern College of the Arts and Technology
(7300)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 15 April 2023 at 03:18 PM by Raffaella Galati-Brown (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 10:19 AM by Susie Latham (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

The Northern College of the Arts & Technology (NCAT) is located in Preston, approximately 10km north of the central business district of Melbourne. The college has a broad catchment area with students coming from across Melbourne because of its specialist programs and has no zoning restrictions. It also hosts International students which have come mainly from countries such as Vietnam, China, Japan, Taiwan and Italy who are attracted by the specialist nature of NCAT's Year 10- 12 Arts offerings.

The college vision is to continue to be a leading provider of contemporary education that values both the conceptual and the practical with specialised high quality programs in the Arts and Technologies. NCAT aims to provide a dynamic learning environment that engages students, embraces diversity and empowers young people to excel and pursue their passions and pathways

The College Values reflect this vision and mission:

- Respect for each other and the environment
- Originality of thought and action
- Courage to embrace challenges
- Knowledge to seek, question and achieve
- Support through relationships and teamwork

As a Senior College, NCAT caters for Year 10, VCE, VCE Vocational Major students seeking a specialised education in the Visual Arts, Design, Media, Photography, Performing Arts or Trades & Technologies. The College is also a Registered Training organisation and as such runs Tertiary courses for post Year 12 and adult students.

At Year 10 students choose either an Arts or a Technology stream, with students also choosing a Year 11 VCE VET program from either stream. Year 11-12 students can go on to VCE or VCE VM & VET programs in their areas of specialisation or interest.

In addition to the traditional VCE subjects and an extensive range of VCE and VCE VET Art and Music subjects NCAT runs unique VCE VM programs including integrated VET/VCE VM in the Arts, Performing Arts and the Trades. Entry to Music and Dance programs at all levels including VCE VM is via audition. Similarly, students wanting to do Visual Arts or the VCE VM Art Immersion program or any of the Tertiary Arts programs must present a folio of work. Because of the extensive range of specialist equipment and adult environment it provides, students seeking enrolment must have a record of excellent behaviour from their previous schools.

NCAT is also a nationally registered training organisation delivering 25 VET programs from Certificate II to Diploma level. NCAT offers the broadest range of VET programs of any school in Victoria including unique qualifications such as the Certificates III and IV in Musical Instrument Making & Repair for which NCAT is the sole provider in Australia, attracting students from around Victoria. In addition to its own full-time students, NCAT is also a regional VET provider running 13 VET programs for almost 600 external students from 75 other State, Catholic and Independent schools who come to the college one day per week.

As an RTO, NCAT runs a range of Tertiary programs including a Certificate IV in Visual Arts, Design, Photography & Digital imaging, Music and Sound Production. They can also do the Certificate IV in Musical Instrument Making & Repair, the Diploma of Photography and Digital imaging or Diploma of Visual Arts.

The college has close ties with industry and tertiary institutions and responds to regional training needs. Many of its programs have been established with the support of industry and in response to where industry is heading whether for the arts or technology. The NCAT College Council includes representatives from industry.

NCAT has extensive specialist facilities. In the performing arts, the college has a recently built dedicated music wing, including ten practice rooms, a large recital room, music technology rooms, industry-standard recording studio, sound booth and mixing room. It also has two dance studios, a theatre studies studio and an auditorium with retractable seating. In the visual arts the college has numerous Drawing, Art, Design & Fashion studios; a dedicated Photography centre with black & white and colour processing labs and four photographic studios as well as Mac labs and iPad & Multimedia suites.

The college is a recognized leader in Technology Education. Its VET programs are highly regarded for the quality and innovativeness of the delivery and the close links with industry. NCAT has unique, \$17 million trades and technology facilities including a \$12m Trade Training Centre. Facilities include extensive workshop for automotive, building & construction, engineering, electrotechnology, furniture/wood, integrated technologies/ robotics & telecommunications, musical instrument making & repair and plumbing.

Students are highly engaged and love coming to NCAT. They enjoy being in an adult environment with peers who have the same interests. This is evidenced in the Student Attitudes to School survey responses which year after year, are well above regional and state benchmarks with students very connected to the college, happy, engaged and motivated. Similarly, the Parent Satisfaction survey results since the college's establishment have been well above that of the majority of other secondary schools and in the top 12% in the State.

The Staff School Survey results on School Climate, which demonstrates the extent to which staff are positive, actively involved in school activities and promote a culture conducive to learning, show that morale and staff being positive about the school climate continue to be well above the median for all government secondary schools. Staff work as a team to support students and enhance their learning.

The improvement in its VCE results over the past few years led to NCAT receiving The Age newspaper's "2022 Schools That Excel Award." As well, the uniqueness and excellence of its integrated VCAL programs were recognised state-wide with the NCAT VCAL Learning Specialist, receiving the VCAA VCAL Teacher Achievement Award in the Integrated Program category in 2022.

In 2022 NCAT had 53.2 EFT staff: 2 Principal class, 39.2 teachers and 12 Education Support Staff, one of whom one was Aboriginal. NCAT had 368 Years 10-12 students and 65 tertiary students enrolled through the college as an RTO.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2022 College's Annual Implementation Plan focused on implementation of the state-wide DET priority goal for Learning: that is, to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

All Years 10s completed On Demand and BKSB testing in February combined with teacher judgements and other assessments, provided a benchmark for measuring growth and the basis for teachers to target their teaching at students' point of need.

The 10T Numeracy program, along with Middle Years Literacy and Numeracy Support (MYLNS) program provided specialised support for targeted Yr 10 students. As well, BKSB, (the Basic Key Skills Builder), an online skills review tool which provides students with an individualised learning plan, was used to support improved numeracy outcomes at both Year 10 and VCAL levels.

Teacher judgments of student achievement at Year 10 show that 99.4% of NCAT students are at or above the expected standard in English and 83.6% at or above standard in Maths. The results are well above similar school and state averages.

The college is proud of its VCE, VCAL and VET results. The data shows 97% of students in 2022 successfully completed their VCE, 95% successfully completed the VCAL and 81% of VET units were satisfactorily completed by students. The VCE mean study score rose to 29, above Similar Schools and State averages. Our top scores were 49 for VET Dance, 48 for Integrated Technologies, 47 for VET Engineering. Both the Integrated Technologies and Engineering results were the highest scores in the State and as a result, those students will receive a VCE premier's Award in 2023.

As part of the VCE Season of Excellence, two NCAT Year 12 VCE Music students were chosen for Top Acts, two VCE VET Screen and Media students' animations were chosen for Top Design as was a VCE VET Integrated Technology student's project, an Off Grid Digital Water Tank Meter. See VCE VET Creative and Digital Media - Top Designs 2023 - Melbourne Museum (museums.victoria.com.au) and VCE VET Integrated Technologies - Top Designs 2023 - Melbourne Museum (museums.victoria.com.au). As well, one student received a \$5000 scholarship to study Music at Monash University and another a \$5000 scholarship to study Arts at the University of Melbourne.

The Tutor Learning Initiative program was very effective in supporting VCE students to catch up, develop and extend their skills and this was evident in the strong Year 12 VCE English and Further Maths results.

The VCE PLC team worked effectively on specific skills development common to all subject area and used the VCAA data service to review student results, student responses and achievement to improve results. This targeted approach was successful in raising student study scores and the overall median study score.

NCAT is unique in running seven different integrated VCAL programs in which the numeracy, literacy and PAD/WRS subjects are customized to that particular industry area as well as a General VCAL program. Work Related Skills and Personal Development Skills programs led to some great student driven projects.

General VCAL students were involved in the New Economy course as part of the Youth Enterprise program with Inner Northern Learning and Employment Network (INLLEN) and were supported by mentors to develop their projects. Sports Leadership VCAL students provided exercise programs for an elderly community group. Pre-app VCAL students worked on a range of projects including building a portable drum riser stage for the Music department and running BBQ and car washes and other activities to raise money for charity. Art Immersion students and Performance VCAL students worked with the INLLEN to develop and run a webinar and provide a platform to support young people wanting to get into the arts industry. VCAL students were also involved in helping to organize and run the annual Arts/Music Festival – "Couch Fest". All VCAL students were also involved in the RIJI (Real Interviews for Job Initiative).

In the latter part of the year VCAL teachers attended VC briefings on the new Vocational Major which replaces VCAL in 2023 and worked on developing curriculum for 2023 implementation.

Wellbeing

The college focused on the DET statewide priority goal for Wellbeing as part of its 2022 implementation plan: i.e. to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

At NCAT there is a shared culture of respect and collaboration with positive and supportive relationships between students and staff and high expectations regarding student behaviour and learning. The college prides itself on providing a welcoming and inclusive environment in which students are treated and expected to behave as responsible young adults. Students and parents comment on the culture of acceptance and inclusion and the friendliness of the college where students can be themselves, feel safe, follow their passions and not have to worry about cliques.

Almost two thirds of the school student population is new each year, yet our Student Attitude to School survey results year after year clearly demonstrate that our teachers are able to engage students quickly and effectively in learning and that they feel connected to the College. The percentage positive endorsement for sense of Connectedness of 65.5% is well above Similar Schools and State averages as is Management of Bullying. Students are happy to be at NCAT, feel safe, are strongly connected to the college, believe their teachers care about them and that they have a voice.

This is evident in the fact that every year since it opened, in addition to students' strong Sense of Connectedness to the school, the percentage positive responses for Respect for Diversity, and Student Voice and Agency factors in the annual Attitude to School Survey have always been above like schools and state-wide averages and the school has always been deemed to be excelling in these measures.

NCAT has a strong and tiered approach to support student learning, well-being and inclusion. Students are supported by Form Teachers, Year Level/ Program Coordinators, Careers Coordinator, a full time Youth Support Worker and part time Mental Health Practitioner. There are regular student wellbeing meetings where the Student Well Being team meets to discuss student needs and whole school strategies to support them. The team comprises the Year Level/ Program Leaders, AP, Youth Support Worker, Inclusion Coordinator as well as the Student Leadership Voice & Agency Coordinator to ensure that student voice and agency are a key consideration in student well-being.

To support staff when dealing with student wellbeing issues, ten staff were trained in Youth Mental Health First Aid (YMHA). As well, two teachers completed a four-day Teen Mental Health First Aid Instructor course and delivered the MHA program to Year 10 students in Term 3 and 4.

The Student Support Worker with the Mental Health Practitioner implemented a triage approach in dealing with students requiring support which involved referral forms from staff and self-referral forms from students. This worked really well in ensuring that support was delivered more effectively and targeted to students at highest need.

The ROCKS program at Year 10 focused on student wellbeing and brought the Arts and Technology students together at times to forge positive relationships between the two areas of the college.

The College supports and values a strong student voice and student leadership with students being able to engage in a range of student leadership activities and student led events. The College has a very strong student leadership program with students not only involved in college life, on student action teams, but also highly active on the Victorian Student SRC. Student driven events include the college formal, the Couch Fest Music and Arts Festival, and other enterprise/fundraising activities for charities as well as lunchtime activities.

Student voice and agency in their learning is also extremely important. All teachers, as part of their Professional Development Plan, are required to obtain formal student feedback for their subjects twice a year through the online PIVOT Feedback Survey and demonstrate that they act on this feedback.

The VCE Coordinator met one-on-one with each VCE student each semester to discuss wellbeing, including what they were going well and what challenges they were facing. Together, they came up with strategies for improvement. VCE Coordinator then met with individual VCE teacher to discuss the students' feedback and strategies to enhance best practice for improved student outcomes and wellbeing.

NCAT will be implementing Respectful Relationships Initiative across the college in 2023. In preparation for this, the Leadership Team and student coordinators and well-being team completed the Respectful Relationships series of induction sessions and completed the Baseline Assessment Template. As well, a whole staff Induction session was held in December to ensure all staff had a clear understanding of the initiative, gender equality and what it is trying to achieve.

Engagement

Positive staff student relationships and student engagement in their learning are high priorities for the College. The success of its approach is evident in that year after year, the percentage positive responses for "Stimulated Learning" has been above like school and state wide averages.

In 2022, the College engaged with a range of tertiary, industry, community and local government organisations such as RMIT, Maton Guitar, MAS, the INLLEN, Banyule Health, Darebin Council, and Inner North Community Foundation (INCF) to enrich the curriculum and provide real world experience and pathways for young people. Below are some examples.

VCAL teachers worked with the INLLEN Youth Enterprise Hub which involved students working with mentors to develop their own projects such as developing NCAT+, an online communication student platform, an exchange for change up-cycling old clothes program. <http://inllen.org.au/yeh/> Students also developed an Eco café that they ran at Couch Fest and introduced 7/11 recycling bins across the school.

They also worked with INCF on The Young Change Makers Program which supported students to learn how to be philanthropists and grant makers by deciding which three charities should share in a \$15,000 grant. The NFP organisations that students decided to fund were: the Muslim Women's Council, Riding for the Disabled Bundoora Park and the Lighthouse Foundation. NCAT students helped film and edit a video on the project. <https://www.innernorthfoundation.org.au/2022/07/12/young-changemakers-2022/>

VCAL Sports and Recreation students worked on a community project with Banyule Health called Mobility Abilities They worked with the Living Well group in Banyule providing them with a program that was accessible for all mobilities. Students were also worked with the group to develop a campaign that contributed towards increasing awareness of domestic violence.

A team of Arts students worked with Bret Mahon from the INLLEN on a Pathways to Creative Industries Project that included conducting and taping interviews with people working in the Creative Arts industry researching how to get jobs in the industry and organizing a very successful webinar. See <http://inllen.org.au/creative-industries/>

In the area of student attendance, even though attendance was impacted by a large number of students absent because of COVID or other illness, the college still performed better than other schools with the average number of student absence days below those of both similar schools and state averages. This reflects both the high level of student engagement in their learning and the fact that students have specifically moved to NCAT to specialise in their area of passion, be it the Arts or Technologies or a combination. Parents receive SMS for any absences and can check their child's attendance in real time on COMPASS, our e-management system, which is accessible from any computer or mobile digital device. Form teachers and sub-school leaders regularly monitor student attendance and call parents if they do not notify the college to explain the reason for any absences.

Year 10 Arts & Year 10 Trades & Technology streams provide a solid foundation for VCE or VCAL qualifications with all students embarking on a Year 11 VCE VET subject whilst in Year 10. Year 11 and 12 students benefit from tailored individualised programs that integrate VET Arts or VET Trades/ Technology certificates within a VCE or VCAL program. Post Year 12, students can complete the Tertiary Folio Preparation program which includes a Certificate IV in Design or Visual Arts. Students can also complete a Certificate IV in Music, Sound Production, Musical Instrument Making & Repair, or Photography & Photoimaging or the Diploma of Photography & Photoimaging. These courses are also open to new tertiary students who can apply directly or via VTAC.

Nineteen of the 2021 Year 12 student cohort decided to continue a post-secondary course with NCAT in 2022. In terms of students exiting to further study, apprenticeships and full time employment, the figures for 2021 Year shows that of the 244 students exiting, 85.1% of students went into full time education training or employment; 5.2% were employed part time, 4% were looking for work and 5.6% were not seeking work.

Of the students going to university, 43% chose RMIT; Swinburne University was next with 26% with the rest evenly spread at University of Melbourne/ VCA, La Trobe and Monash. In terms of tertiary entry, 74% of students gained their first preference with a further 14% their second preference, making it a total of 88% gaining their first or second preference. Of the students choosing TAFE, the majority went to Melbourne Polytechnic, Box Hill TAFE and a range of private tertiary providers.

It was very pleasing to note that 74 students gained apprenticeships, this is the largest number of students ever and demonstrates the success of our VCAL Preapp programs and the high regard in which they are held by industry.

Other highlights from the school year

2022 was a very successful year. The college's excellent results in VCE and leadership in the delivery of VCAL were acknowledged statewide. NCAT was the recipient of the 2022 The Age newspaper's *School that Excel Award* for the Northern Melbourne Region. The award recognised 10 schools, 5 government and 5 non-government schools in Victoria that achieved outstanding improvements in their VCE results. Schools that Excel 2022: Northern College of the Arts and Technology (NCAT) offers engineering, dance and more (theage.com.au.)

As well, the uniqueness and excellence of NCAT's integrated VCAL programs were recognised with the NCAT VCAL Learning Specialist, receiving the VCAA VCAL Teacher Achievement Award in the Integrated Program category in 2022. The award recognised the innovative and exceptional efforts within the VCAL program.

The school formal held in May at Manor On High was a huge success with 200 Years 10-12 students and staff and celebrating the night away. After a few years of having minimal college events, it was great to see the students come together to celebrate, dance, sing and have a great time together. Everyone really enjoyed the night and the venue staff commented on how polite and lovely our students were.

In 2022 NCAT established a Young Women in the Trades and Technology Group to encourage young women to consider the trades and technologies as a career. The group, facilitated by Daniel Knott, the Technology Executive Manager, comprised six of NCAT's full time female trades and technology students and representatives from unions, employers and Careers Coordinators from some of our cluster schools. As part of the program, NCAT female students spoke to young women in a number of schools regarding their experience at NCAT.

As well, on July 26 the NCAT *Young Women in Trades and Technology* group and NCAT industry partners held an activity called *Bring It On!* The evening activity provided an opportunity for students from other schools and their parents/guardians to come into NCAT to tour the facilities, meet and hear from qualified tradeswomen, NCAT students and their parents, local employers, industry associations and unions about the realities of studying and working in construction and manufacturing. The evening was a great success and the young women who attended the event went on to do VET programs in these areas at NCAT in 2023.

After running smaller versions over the last two years because of COVID restrictions, the student led NCAT Couch Fest in September was back bigger than ever. Over 30 bands, solo acts, dance and theatre performances wowed the 600 strong audience across multiple stages. The VCAL Art Immersion students set up stalls with work they had created during the year as part of their program and sold almost \$3000 of their wares. The General VCAL also ran a café and a clothing swap stall. It was a hugely successful event and brought the whole school community together in a wonderful celebration of student talent.

In addition to the numerous Music recitals and performances throughout the year, there were also a series of **exhibitions held both in house and at external venues throughout the year. This included, The Diploma of Photography students exhibition at a gallery in Collingwood, the post-secondary Photography students charity auction of their silver gelatin prints at Missing Persons Gallery in the CBD which raised \$3000 for the Aboriginal Health Service, Photography students' exhibition at No Vacancy Gallery in the CBD and Yr 11 and 12 VCAL Art Immersion and VCE Studio Art and VCE VCD exhibitions onsite at NCAT.**

Financial performance

Equity funding to the college from DET continues to be reduced and diminish each year with a loss of \$100,000 in 2021 and another \$63,000 in 2022. This is because of the changing nature of the socio-economic profile of the college. However, students, regardless of background, still present with a variety of needs and it is challenging to have lost the equivalent of a teacher salary each year from 2019-2021 and two thirds of a teacher salary in 2022. The Equity funding we received was used to provide a Literacy Coordinator and contributed to the cost of employing a Youth Support Worker.

In addition to the funding provided by DET through the Student Resource package (SRP), the college employs additional staff necessary to run programs either paying for them directly through the local payroll or running a budget deficit for staffing in the SRP. Local, school level expenditure on staffing is reflected in Salaries and Allowances under the Expenditure section. The college spent \$1,023,924 on specialist VET teachers, support staff, and Music/ Instrumental Music staff using locally raised funds and fee for service charges to other schools for external VET students. In 2023 the college will have to repay \$1.3 million from its locally raised funds for being in deficit for staffing costs for centrally paid staff as the funding through the SRP is inadequate to run the college's program. The rest of the funds collected were used on consumables and equipment.

For more detailed information regarding our school please visit our website at
<https://ncat.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 368 students were enrolled at this school in 2022, 171 female and 197 male.

3 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

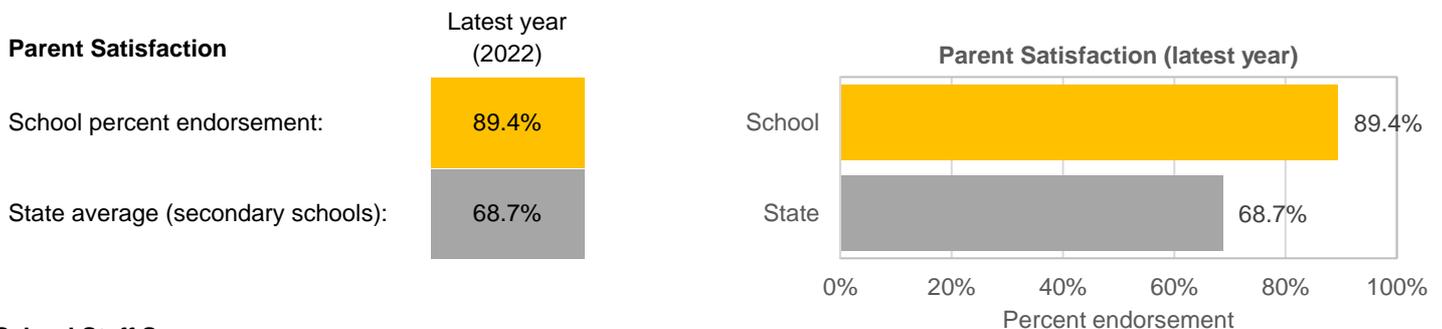
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

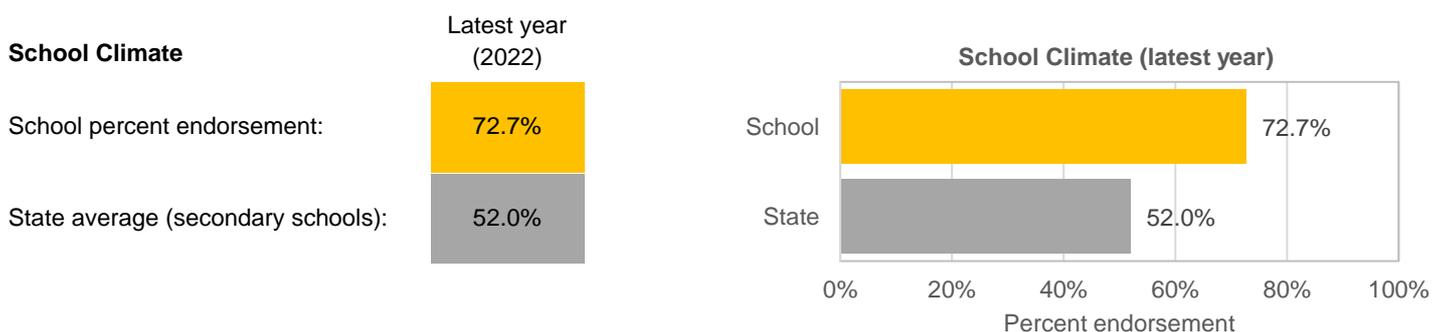


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

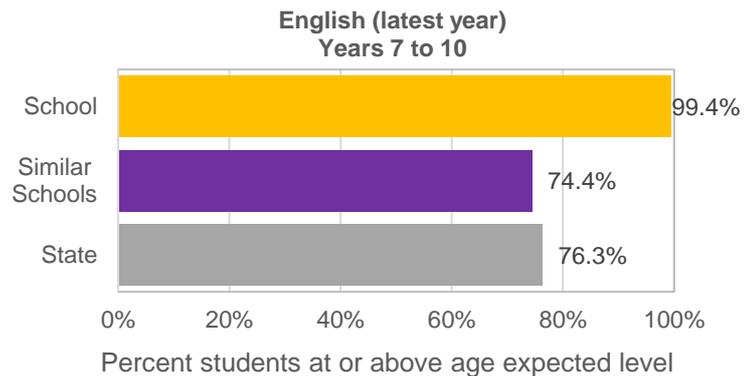
99.4%

Similar Schools average:

74.4%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

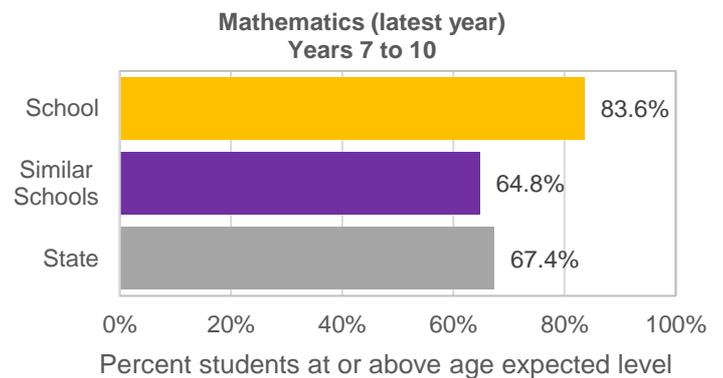
83.6%

Similar Schools average:

64.8%

State average:

67.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

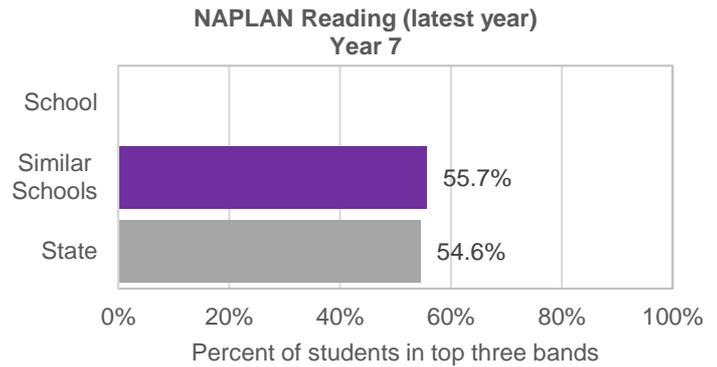
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

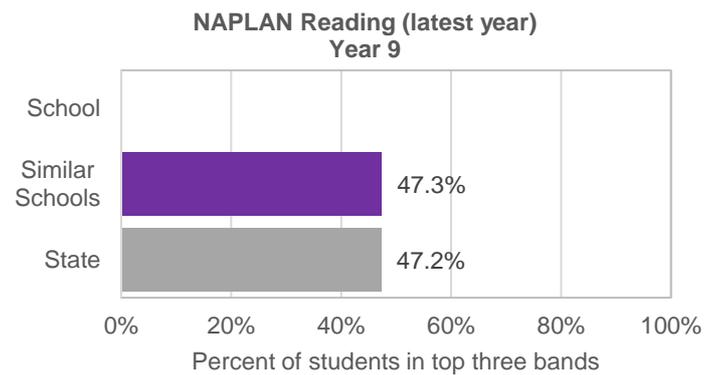
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	55.7%	55.1%
State average:	54.6%	55.3%



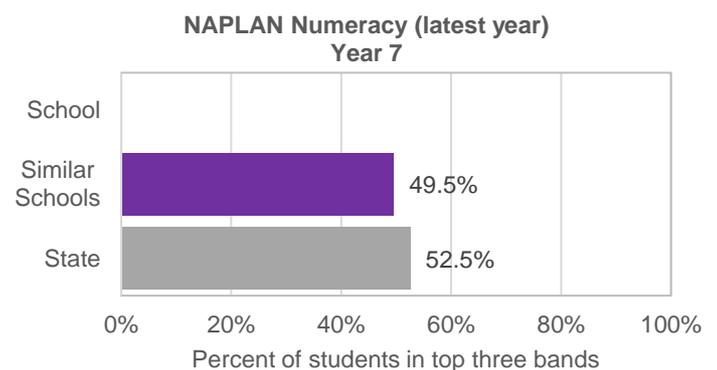
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	47.3%	43.9%
State average:	47.2%	46.0%



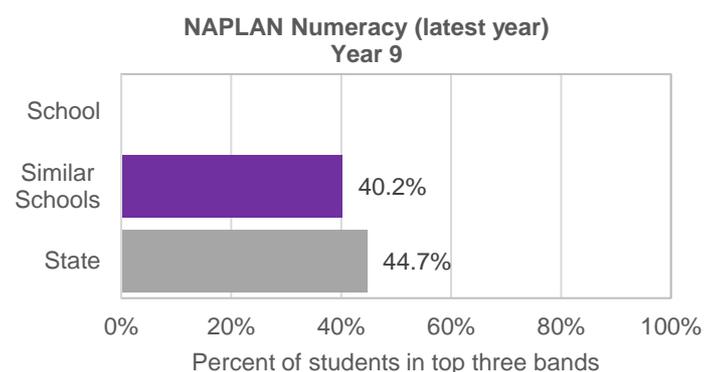
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	49.5%	52.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	40.2%	40.6%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

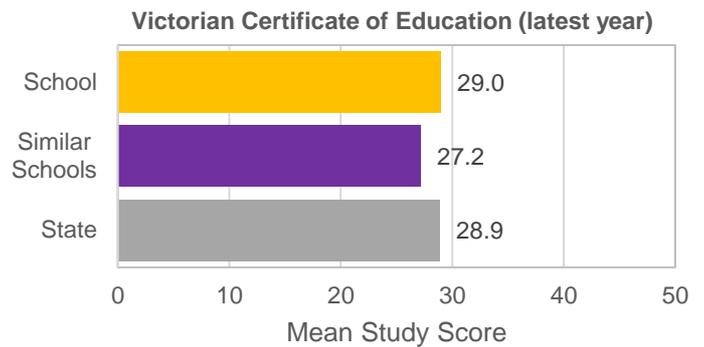
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	29.0	27.6
Similar Schools average:	27.2	27.1
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

97%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

86%

VET units of competence satisfactorily completed in 2022:

81%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

95%

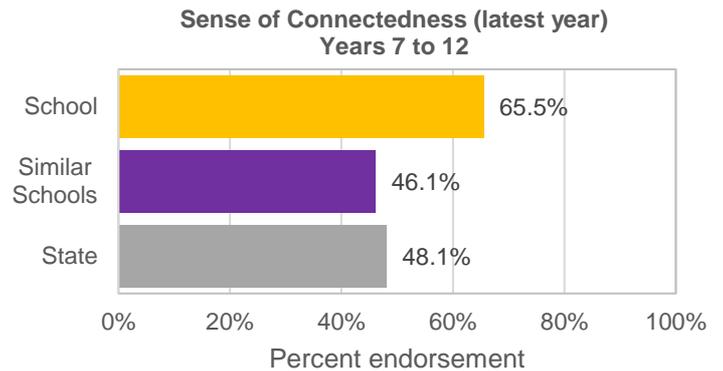
WELLBEING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

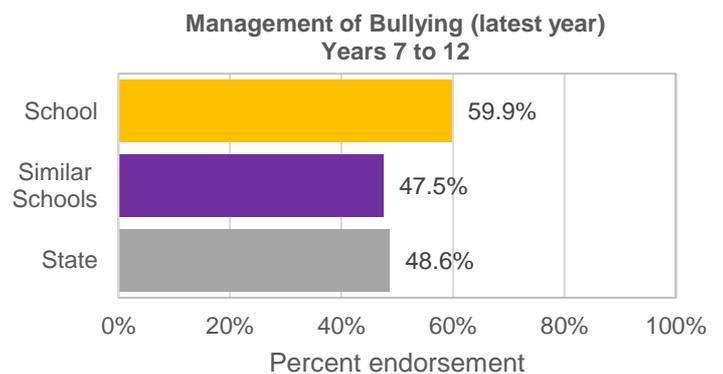
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	65.5%	71.3%
Similar Schools average:	46.1%	51.7%
State average:	48.1%	52.5%



Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	59.9%	66.4%
Similar Schools average:	47.5%	54.3%
State average:	48.6%	54.0%



ENGAGEMENT

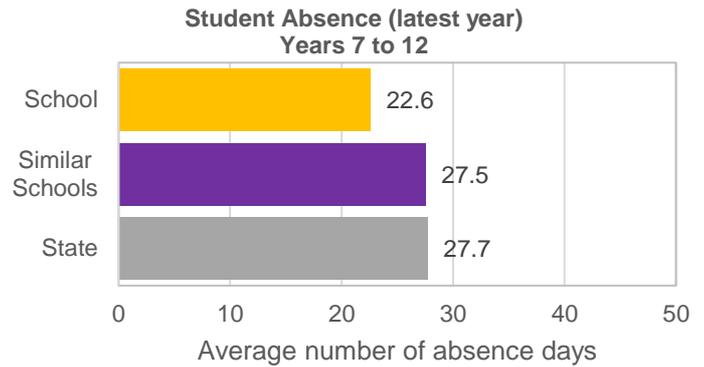
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	22.6	15.7
Similar Schools average:	27.5	21.7
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

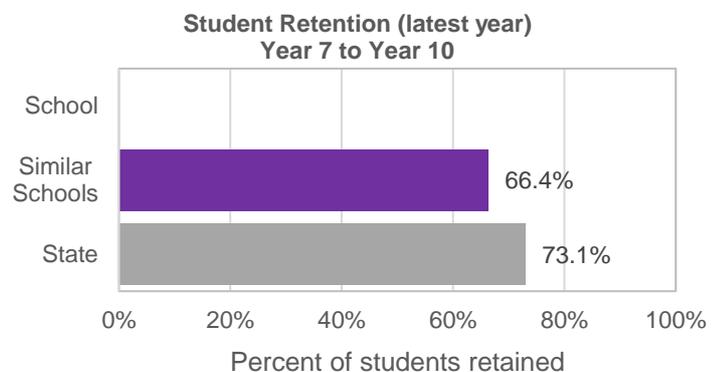
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	NDA	89%	88%	89%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	66.4%	65.0%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

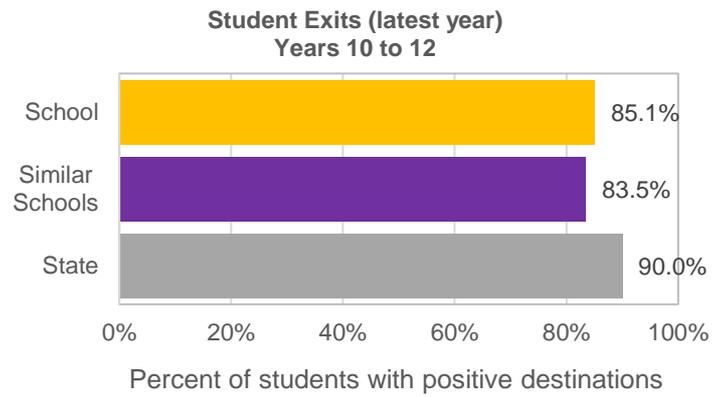
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	85.1%	85.5%
Similar Schools average:	83.5%	81.5%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$4,587,938
Government Provided DET Grants	\$512,353
Government Grants Commonwealth	\$39,660
Government Grants State	\$0
Revenue Other	\$1,472,652
Locally Raised Funds	\$466,297
Capital Grants	\$0
Total Operating Revenue	\$7,078,900

Equity ¹	Actual
Equity (Social Disadvantage)	\$129,409
Equity (Catch Up)	\$16,728
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$146,137

Expenditure	Actual
Student Resource Package ²	\$5,491,472
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$52,964
Communication Costs	\$21,624
Consumables	\$345,465
Miscellaneous Expense ³	\$198,967
Professional Development	\$17,196
Equipment/Maintenance/Hire	\$421,067
Property Services	\$166,512
Salaries & Allowances ⁴	\$1,023,924
Support Services	\$190,601
Trading & Fundraising	\$3,996
Motor Vehicle Expenses	\$6,166
Travel & Subsistence	\$45
Utilities	\$155,028
Total Operating Expenditure	\$8,095,026
Net Operating Surplus/-Deficit	(\$1,016,126)
Asset Acquisitions	\$28,050

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$3,119,983
Official Account	\$147,217
Other Accounts	\$1,952
Total Funds Available	\$3,269,152

Financial Commitments	Actual
Operating Reserve	\$411,874
Other Recurrent Expenditure	\$6,709
Provision Accounts	\$46,000
Funds Received in Advance	\$152,581
School Based Programs	\$520,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$100,000
Repayable to the Department	\$1,300,000
Asset/Equipment Replacement < 12 months	\$185,000
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,172,164

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.